Mapping out a research agenda for generative artificial intelligence in tertiary education

Abstract

Generative artificial intelligence (AI) has taken the world by storm. In this editorial, we outline some of the key areas of tertiary education impacted by large language models and associated applications that will require re-thinking and research to address in the short to medium term. Given how rapidly generative AI developments are currently occurring, this editorial is speculative. Although there is a long history of research on AI in education, the current situation is both unprecedented and seemingly not something that the AI in education community fully predicted. We also outline the editorial position of AJET in regards to generative AI to assist authors using tools such as ChatGPT as any part of the research or writing process. This is a rapidly evolving space. We have attempted to provide some clarity in this editorial while acknowledging that we may need to revisit some or all of what we offer here in the weeks and months ahead.